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characterizes a good citizen. Socialized activities have, therefore, become a conspicuous element in the numerous kinds of experiences offered by the schools.

In this movement Mr. Dunn has had a conspicuous part. His recent book<sup>1</sup> carries the idea forward by a series of well-selected topics whose purposes as stated by him are:

1. The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national), and of government in its relation to that life.

2. The cultivation of certain habits, ideals, and attitudes essential to effective participation in that life through government and otherwise.

The scope of the book may be indicated by stating the topics of some of the principal chapters: "Our Common Purposes in Community Life," "How We Depend Upon One Another," "The Need for Co-operation," "Education," "How We Govern Ourselves," "Our Local Governments," "Our State Governments," and "Our National Governments."

The subject-matter is well written and well illustrated. At the end of each chapter is given a list of projects by way of investigation and report, together with a selected list of references from which selections may be made as a basis for further study. The contention of the author that the omission of the projects serves only to vitiate the purpose of the whole book seems rational, as it is through them that he hopes to stimulate the pupil to a realization of the truth of the principles laid down in the text. In the hands of a thoughtful teacher the subject-matter could be made to correlate in excellent fashion with history, and even with geography, while the reports in connection with the projects might well become the basis for stimulating oral and written composition.

The book is designed for use in the seventh and eighth grades or the first year of the high school. It deserves wide use.

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*English in the higher grades.*—To develop an effective use of the mother tongue, both written and spoken, is rightly regarded as one of the prime functions of the school. Not so long ago the quite universal method employed to do this consisted of a prolonged and tedious analysis of the language as exemplified in chosen selections, frequently beyond the understanding of the student, accompanied by diagramming, parsing, and other devices of unpleasant memory, all in the hope that the knowledge of the science of language thus taken on would carry over and enable pupils to write and speak in better form. The method failed, and must always fail, because it does not proceed under the impulse supplied by the daily interests of the pupils in the things which their home and school life incite them to undertake.

<sup>1</sup> ARTHUR W. DUNN, *Community Civics*. New York: D. C. Heath & Co., 1920. Pp. iii+507.

It is interesting and refreshing, therefore, to find exemplified in a recent book<sup>1</sup> the more modern method of teaching correct form in speech and writing through injecting into the school life types of activities similar to those in which later the pupil may be found functioning, and in which a correct use of the mother tongue is altogether important.

There is in the book a considerable amount of grammatical study, but it is made entirely subservient to certain larger needs to the realization of which the projection of the child into future adult activities contributes strongly. Such activities are letter-writing, story-telling, talks before a class, how to conduct a meeting, how to conduct a school paper, etc. Many opportunities are provided for the correct use of the form learned through the filling in of incomplete sentences. The book abounds in suggestions as to things the pupil may do in order to put into practice the principles learned.

For the teacher faced with the problem of conducting classes in English in the upper grades this book will prove of great worth. It is quite in harmony with modern methods of English teaching.

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*A hymnal for church schools and colleges.*—Schools in search of a new hymnal will be interested in the latest publication of this type<sup>2</sup> edited by Milton S. Littlefield. The book contains 275 hymns covering the usual subjects, but all expressing praise, loyalty, fidelity, heroism, good will and service. The topical classification indicates that the editor consciously selected many of the recent hymns which interpret the religious experience and spiritual ideals of our own day. The book is a collection of great hymns taken from the best in Christian hymnology.

One feature is the inclusion of thirteen selections from oratorios, simple enough for adequate rendering under efficient leadership. The responsive readings are printed in a way to emphasize various forms of Hebrew poetical literature. This plan should create a new interest in these passages from the Bible. Topical services, prayers, and responses give an added value to the book. Schools will find this new publication well worth careful examination.

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*Songs for children.*—The song circle furnishes some of the most delightful hours the family spends together. Sidney Homer in writing a book of songs<sup>3</sup> hit on the happy idea of setting Mother Goose to music in such fashion that all of the family circle would enjoy it.

<sup>1</sup> H. C. PEARSON and MARY F. KIRCHWEY, *Essentials of English—Higher Grades*. New York: American Book Co., 1920. Pp. ix+469.

<sup>2</sup> MILTON S. LITTLEFIELD, editor, *The School Hymnal*. New York: A. S. Barnes & Co., 1920. Pp. x+310.

<sup>3</sup> SIDNEY HOMER, *Songs from Mother Goose*. Illustrated. New York: Macmillan Co., 1920. Pp. v+83.